



The House of Education,  
Ambleside.

30:10:1905.

Dear Sir,

I am venturing, on the introduction of my friend  
Mrs Gordon of 15 Hanover Terrace London, to write to you on a matter of  
education which I think may interest you.

I am sending for your consideration, through my publishers, 4 volumes - the  
Home Education Series - which I hope you may have leisure to look through.

The points I would ask your kind consideration of are:-

- (1) would these books be suggestive & helpful to Japanese <sup>American</sup> students of English educational methods?
- (2) Would a translation of these books be possibly of use to Japanese parents & teachers, in fact, to all interested in education?
- (3) Would not a Parents Union, such as we have in England, & of which I enclose the prospectus, be of use in awakening the parents (& teachers of Japan) to the vast possibilities which are in their hands? ~~that they may work in co-operation with Kachin, which is the~~
- (4) Would not the Parents Review School, adopted as it stands, be a means of introducing on a wide scale methods which have been found to produce the very best results.

The text of the books will give you the principles & aims of the work:  
at the end of volumes 1, 2 & 3 will be found programmes of work & examination

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The House of Education,  
Ambleside.

papers such as have been worked now for some fifteen years by some hundreds of children in England & the colonies.

The specimen answers quoted are those of average children but I think you will see that they give evidence of perhaps unusual intelligence & power. We attribute this entirely to the use of the best, living, books which can be got, ~~which the children have for their own & read for themselves~~ with only direction & guidance from the teacher but very little oral teaching.

May I say how deeply interested I am in all that concerns

Japan & how great an honour I should esteem it to be allowed to help her in a subject to which I have given my life & which I have so much at heart as Education. If you saw your way to paying us a little visit I should be very glad. It would be easier to talk things over & to show you some of our work : so little can be said in writing.

The leaflet enclosed with this letter gives a brief summary of the teaching & various work of the Parents' Union.

In the case of the Parents' Review School it would be quite possible to adapt the programmes (<sup>in</sup> the subject of History for example ). The distance would not be a matter of difficulty for we already have members in the

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Queen Anne's Mansions  
21. James' Park  
Nov. 2 '05

Dear Miss Mason

I have only received your note, pamphlets and the 4 volumes on education and thank you sincerely for them all. I think your energetic work is already known in Japan to certain extent and I am very much interested in it especially when I see the books you wrote before me. now I answer your questions so far as I can.

1. These books will be very <sup>suggestive</sup> useful for Japanese students. Especially such a book as Vol. II dealing with the duties of the family will appeal to Japanese parents very much. This is quite natural <sup>in Japan</sup> where the family, not the individual, is the ~~unit~~ unit.



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of the society. They know & practice  
the family obligations very much & are  
now beginning to introduce to certain  
degree the individualistic ideas for  
they are very important for the industrial  
life of modern days. Some books  
are just the sort of books I should  
recommend the Japanese mothers & those  
engaged in school works etc. I  
already sent some time ago the  
journal 'Mothers in Council' &  
'Parents Review' to some of  
my lady friends.

2. A translation of them would be  
very welcome to the Japanese. But  
whether they make a good sale  
or not. I am not certain, for  
all educational works do not  
prove to be profitable to the  
publishers in Japan. But as  
reference books they will be of  
use to teachers & will not

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bail to be appreciated by the authorities.

3. the Parents' union & the school  
will be useful, of course. But.

Of these I cannot say anything definite  
because I do not know as yet  
the details of the work.

I shall find a day to come to  
your place & see your works  
& may <sup>perhaps</sup> ~~be able~~ more about the  
prospects in Japan.

Yours truly

J. Takakura



copy

Dear Miss Mason

15 June 1937

I have duly received your note, pamphlets & the

4 volumes on education & thank you sincerely for them all. I thank your energetic work is already known in Japan to a certain extent & I am very much interested in it especially when I see the books you wrote before me. Now I answer your questions as far as I can.

(1) These books will be very suggestive & useful for Japanese students. Especially such a book as Vol: 2 treating with the duties of the family will appeal to Japanese parents very much. This is quite natural in Japan where the family, & not the individual, is the unit of the society. They know & practise the family obligations very much & are now beginning to introduce to certain degree the individualistic ideas for they are very important for the industrial life of modern days. Your books are just the sort of books I should recommend the Japanese mothers & those engaged in school works etc. I already sent sometime ago the Journal "Mother's in Council & Parent's Review" to some of my lady friends.

(2) A translation of them would be very welcome ~~in Japan~~ to the Japanese. But whether they make a good sale or not I am not certain, for all educational works do not prove to be profitable to the publishers in Japan. But as reference books they will be of use to teachers & will not fail to be appreciated by the authorities.

(3) The Parent's Union & the School will be useful, of course, but of them I cannot say anything definite because I do not know as yet the details of the work. I shall find a day to come to your place & see your works & may speak more about the prospect in Japan.

J. Takakura

July 1937

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The House of Education,  
Ambleside.

4.11.1905

Dear Mr. Takakura

Your letter gives me  
much pleasure. I am heartily glad  
that you think my books may be  
of use in Japan.

The splendid qualities of the Japanese  
have won our admiration & regard in  
an extraordinary degree.

About the school - this is my idea: -

That now that Japan is no longer self-  
contained, it may prove necessary for her

precedent Entertaining ideas, Perhaps, upon a generous foundation of  
liberal knowledge My idea is that Japan might for the moment do  
as England did in the period of the Renaissance - as Japan  
herself did when she adopted the Chinese literature -  
That if Japan accepts English thought, it should be content  
to adopt some currency of western ideas, through the medium of English probably, as  
we have the honour to be your allies & also  
because the English language carries  
people practically over the world.  
Now, what we call the 'Manchester  
School' has left us a somewhat  
debased currency of materialistic  
thought which works out in utilitarian  
Education.  
There is a pretty general reaction  
amongst us against that form of  
individualism which expresses itself  
in 'every man for himself & the Devil  
to take his chance' - the Review School is an effort to implant

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## The House of Education,

## Ambleside.

We think the world would suffer a very great loss if, in the necessary transition to individualism, Japan should lose anything of the generous & chivalric temper which is our admiration & esteem. It is possible to educate on Western methods with this result.

But when you come to us, we shall be able to talk this matter over in detail.

I should be very glad if you could fix a few days that you could give us.

The weather is beautiful just now & another Japanese guest, whom we once had the honour to entertain, Miss Shimoda, said that this part of England reminds her of Japan.

I hope you will be able to see Mr. Franklin. There is a most enthusiastic worker in our camp by the name of Mr.



Sal. Kim  
Ambleide 1  
May 6<sup>th</sup> 1912

My dear -

It is rather sad that I can only  
speak to you by letter at our home here again  
but I think of you constantly, and that Kimble  
& Miss Paries and the other friends who have  
helped us have arranged everything so delightfully  
that I shall be able to tell you how by how;  
Miss Kelsey, too, will try to carry everybody's  
part in her own eyes & she is rather  
fond of doing one or an idea of people, indeed.  
I shall have ~~the~~ <sup>my</sup> report from my eye at the end of  
the month, which is over.

I have been wondering which you will enjoy most,  
planning all the old-time people you have read of  
in the old City & in the ~~the~~ <sup>the</sup> Cathedral  
~~and~~ <sup>and</sup> the things you know about, ~~and~~ <sup>and</sup>  
the hearing of many interesting things, or seeing  
~~at the~~ <sup>at the</sup> your school fellows in the Parents'  
Union School. I think the last thing  
~~has~~ <sup>will</sup> be the most perfectly  
delightful; it would be very nice to meet  
other boys & girls who are friends of  
Gilbert White, who have followed that motto of not doing  
the good, meaning ~~that~~ <sup>that</sup> they too would do

Something for our England; Some of you  
 have even read the King's work in the Care  
Pastorals, & in Reveries. Some <sup>perhaps</sup> ~~of you~~ I  
 know, think Reveries a work of fine courage  
 & every one of you I know has found  
 in it valued the hero after his own heart, & some  
 one long for that mission, which is for us also.  
 You will like to talk over that great love  
 of boys, William of Wykeham, & to wonder whether  
 Miss Austin really meant that the friendship  
 between 'Gusset' & <sup>Miss Smith</sup> was a really nice friendship  
 or whether she let it off in her help. Anyhow  
 it is a friendship not to be imitated.  
 And now, too, to discuss your favorite Reveries  
 & say 'May you like it better than something  
 else's choice'. Then, there are the difficulties of  
 putting these recesses in these College arches & perpendicular  
pillars, & little clippings  
<sup>in preparation</sup> about the various costumes (about which Mr.  
 & Miss Parsons have been so good to us). In  
 fact - there are endless things to discuss.  
 But supposing, which is very likely, that you  
 do not say a word about any of these. You  
 will be quite sure but all <sup>as you have</sup> the others  
 have taken as much delight in the book's work.



~~as you have done~~

That is one of the happy things about  
the Winchester gathering - you will always  
be sure afterward that many happy  
schoolfellows are delighted in the books. But  
you love & in the main studies draw & the love  
of their instructive ~~to~~ <sup>to</sup> ~~would not~~ <sup>would not</sup> ~~at all~~ <sup>at all</sup> ~~those~~ <sup>those</sup>  
to ~~some~~ <sup>some</sup> ~~kind~~ <sup>kind</sup> ~~to illustrate~~ <sup>to illustrate</sup> ~~for example~~ <sup>for example</sup>  
each would choose a scene quite as  
interesting. Which you

That is a delightful thing about this  
School of yours that the scholars love their books.  
I know this, because a very good thing one  
of letters from some one to say so, besides.  
I can tell by the way you answer your  
examination questions. When all the  
papers reach me I often say to the  
Students of the House of Education "This is  
a very happy week for me; I am happy because  
your papers show me that you have had a  
delightful term's work, & that you love knowledge.

I think that is a joyful thing to say  
about anybody. But to love knowledge, there  
are so many interesting & delightful things to  
be known that the person who loves knowledge  
cannot very well be dull; indoors &  
out of doors there are so many interesting

Things to know & to know better.  
 King Alfred <sup>there is</sup> ~~is~~ saying that I like  
 to apply to our School, - "I have found a  
 door," he says. That is just what I hope  
 your school is to you - a door opening into  
 a great palace of art & knowledge in which  
 there are many chambers all <sup>giving</sup> opening upon  
 gardens & fields, paths, forests & hills.  
 One chamber entered through a beautiful  
 Gothic archway is labelled Bible Knowledge,  
 & here the scholar finds godliness as well as  
 knowledge, as indeed he does in many  
 others of the fair chambers. <sup>Let</sup> ~~There is~~ that doorway  
 with much curious lettering; history is within,  
 what is, I think, our especially delightful  
 chamber. But he would take too long to  
 investigate all these pleasant places, &  
 indeed you could label a good many  
 of the doorways from the heading on your  
 terms programme.

But you will remember that the School  
 is only a "Door" to let you in to the  
 lordly House of Knowledge, but I hope





50  
House of Education

Ambleide - Jan 31<sup>st</sup> 1885

Dear Friends

I have been greatly interested in what I have heard about the charming conference at Buckhurst Hill, convened by <sup>Mr. Francis</sup> ~~Mr. Francis~~ <sup>Mr. Francis</sup> & successful a hostess as Miss Beatrice Gardner, from several sheets of "Leaves" & "Sprigs"

Criticisms (I quote the writer's frank description) reach me, <sup>to which</sup> & I promise to "attend closely".

Kind & friendly things are said about my work, but - I miss a note of joy in the enormous discovery - a discovery which leaves many of us breathless - But the children in elementary schools are able to work with joy the greater part of the programme set for the children <sup>(of the same age)</sup> of educated parents, at home & at school. How ~~we all~~ <sup>we all</sup> considered what this means to the country? I fear, I think there would not have been a help. warning not to



about - "attempting too much". As a matter of fact - the work & the time throughout the RLLs have improved a good deal since the joyful inclusion of those - others.

I find that there are two <sup>general</sup> tendencies to be noted - a) towards "the social advantages" of large schools, & b) towards the more thorough work of the (P.M.S.) home schoolroom & of small schools or classes formed to carry on the work.

These follow seven (a perfect number!) questions of a sort - not usually put, ~~in~~ but I shall try to answer them:

1. As to the students & the programmes it will be the shortest plan to say that - two or three students (~~two~~ <sup>three</sup> I think) do not carry them out faithfully but learn to "professors" in their schools & the Univ. local Exams. These follow not with us in course of time, with them.

2. The monthly list in the Parents' Review answers his question. We have no hidden knowledge <sup>as to which schools take all the forms</sup> ~~on the subject~~ in the RLLs. We wish with schools did so, with church parents.

3. Teachers, whether of P.M.S. or not, carry out the programmes with surprising <sup>several</sup> fidelity. But - let me say that - in this respect - RLLs schools do ~~not~~ <sup>make</sup> less well than <sup>several</sup> ~~others~~ <sup>others</sup>.

the whole of the novels, say, let. It seems  
to me well that - they should be books which  
in their little libraries  
they are eager to finish reading.



do not let this be known but <sup>best</sup> don't it - be  
 kind to mention this <sup>best</sup> here.

Probably the reason ~~that~~ <sup>that</sup> the teachers do not  
 rely sufficiently upon knowledge itself as an  
 ever fresh source of interest & joy, so they do too  
 much to make school delightful.

to follow the programmes entirely, in our  
 little practising school. (abt. 20 ch. ranging  
 from form I to VI - this term to V.) & the  
 children do well although each form changes  
 its teacher every week. But then the children  
 do steady hard work on the P.U.S. method -  
 e.g. the big girls, seven of them, will relate after  
 once reading <sup>from</sup> a book of the calibre of <sup>say</sup> *Dr. Pagita*  
~~for months~~ any elucidation. Sometimes they are not  
 up to the paper in. <sup>perhaps</sup> example not as they attempt to <sup>see</sup> <sup>app. 12</sup>  
 4 & 5. Over this students no other teachers (often

Unid. women) substituted these books for  
 those set, except in the case of French language  
 by an outsider (a native).

6. The heads of schools are very appreciative  
 indeed. I ~~with~~ <sup>with</sup> ~~remember~~ <sup>remember</sup> letters tell of  
 the first place such a boy or girl has taken, &  
 of the head's appreciative comment. That is  
 how the P.U.S. grows - ~~common~~, without  
 any attempt ~~whatsoever~~ to make it known. Parents  
 tell of the success (& delight in knowledge) of their  
 children & other parents try to learn from them.

facts the school proves as do the schools of my readers. Our scholars are commonly above the average in ~~every~~ <sup>many</sup> subject - that as I have said parents are sometimes inclined to withdraw their sons from school & bring them again into the home school room - a thing ~~which~~ to be regretted.

7. Our children are very successful in examinations: last year in a big town a large number of elem. school children were examined for scholarships admitting them to secondary schools. The ch. in our schools practically swept the board. The writer whose questions I have answered

assumes that the answers must needs be in the negative & gives a few valuable opinions founded on his suppositions & answers.

First of all Miss Drury is supposed to have stated that "Mathematics, Experimental Science, Grammar & Language require oral lessons & are generally so well taught in schools that nothing need be said about them." (I cannot at the moment verify, but no doubt the quotation is correct). But the writer has failed to notice that Miss Drury said this in a letter to elementary school teachers



afterwards published in a pamphlet—  
intended solely for such teachers. It is  
true that those subjects are well taught  
in such schools, but it is also true that  
they are not up to our standards &  
cannot follow our programmes in the  
subjects named.

Any one conversant with our  
programmes & examination questions  
is aware of the <sup>(a large amount of primitive!)</sup> very special attention  
which these subjects receive in the R.E.S.  
Being this point in mind, it

is not easy to see the force of "In that  
one sentence he dismisses all the  
subjects which place a boy in a public school etc."

The writer may be reassured—his  
feels that R.E.S. work is best for a boy's  
larger life, & certainly it offers the best  
preparation for preparatory schools & higher  
public schools too. If one can judge by  
a few cases, our boys usually go to preparatory schools.

Revision of Books. A scrupulous revision  
takes place in the preparation of each <sup>set of</sup> programme.  
We have the opportunity of seeing all new books—  
together with the habit-forming by the practice of giving  
carefully considered estimates of over 50 books a year.

Also, we are open to the criticisms of several  
hundred teachers, & to the recommendation  
of some of them we have some really good books.

"One by one people will fall off" - we find that  
people believe the more in RUS as time goes  
on & their own experience deepens.

"Dudgery" "Camouflage" - I am very glad  
that the writer notes the necessity of dredging  
& the 'futility of the 'camouflage' - the lack of  
camouflage of delightful lessons & school  
'interests' - which is the bane of private schools.

RUS work sincerely done is strenuous, but  
the labours bring delight in physics & pain  
in the children; this delight is not supplied  
by the teachers but the pupils find it in  
knowledge.

I am in perfect agreement about the  
necessity of 'dredging' in books & letters -  
to let <sup>the</sup> work. The teachers must learn  
to dredge.

I agree too about the comments about the  
Leipmann Series - I am again & again  
to a certain degree of pressure from within



instructing them.

We are always <sup>extremely</sup> grateful for suggestions as to good books in Latin, French, any subject on the programme, for as we all know the right book is hard to come by. But it is not <sup>that</sup> ~~that~~ <sup>we find such suggestions helpful.</sup> Our Latin primer "Amicus" is the most modern & successful book used in preparatory schools.

I think the idea of beginning Algebra in 1<sup>st</sup> is a good one - we give geometry enough for that class (children of nine or ten)

A "free interchange of suggestions" takes much time - schools would suffer & so should we - The Univ. of Ex. & L. could not for one subject to such a "free exchange".

"Science systematized" is the thing we are anxious to avoid. Huxley says "School Science sh. b. 'Common information'."

History there is much to be said for the suggestion of the same period throughout the school but the difficulties are great. I shall keep the matter in mind.

"The Winchester terms" was rather in the nature of a "brown" & was not a type to be followed.

P. S. I should like to emphasize the fact that  
~~some~~ of the N.Y.S. schools do the work set  
 in a very simple & intelligent manner.

Some schools enter each of their scholars  
 (as families or single children, at a reduced rate).

This plan secures good work. Through  
 the school in every pupil's papers is sent up.



Synonymization - The writer may perhaps  
 have noticed that the work is carefully synonymized.  
Geography - Natural features, historical  
 interests - products. - principles.  
 must remain always the same - for the  
 rest - we must wait.

This is true of Citizenship, also. The  
 elementary principles remain the same.

"Royal Commission to consider books."  
 The R.C. is not a public institution - of  
 it was, committees would doubtless  
 sit on the books; the school would be  
 the freshness & vitality which is its  
 charm & which is its life, other  
 public institutions.

I must not omit a point raised by a  
 second writer - the possible overcrowding  
 of the curriculum in the 2 highest forms.

I think it is possible there may be some  
 overcrowding & shall watch the matter carefully.

To sum up, I think if all the R.A. Schools  
 decided the work by the time given & worked  
 steadily during that time I see no reason why all  
 should not be as successful as many undoubtedly  
 are. Fellow workers in a great cause  
 with grateful thanks for services

Very truly yours  
 C. H. Wainwright  
 Sec. App. Bd.

igp/cmc313F

HOUSE OF EDUCATION,  
Ambleside.

31st January, 1919.

Dear Friends,

I have been greatly interested in what I have heard about the charming Conference at Buckhurst Hill, convened by so gracious and successful a hostess as Miss Beatrice Gardner.

Now, several sheets of "severe" and "abrupt" criticism (I quote the writer's frank description) reach me, to which I promise to "attend closely".

Kind and friendly things are said about my work, but I miss a note of joy in the enormous discovery - a discovery which leaves many of us breathless - that the children in elementary schools are able to work with joy the greater part of the programmes set for children (of the same age) of educated parents, at home and at school. Have we all considered what this means to the country? If so, I think there would not have been a half-warning note about "attempting too much". As a matter of fact, the work and the tone throughout the P.U.S. have improved a good deal since the joyful inclusion of those - others.

I find that there are two general tendencies to be noted - (a) towards "the social advantages" of large schools, and (b) towards the more thorough work of the (P.U.S.) home schoolrooms and of small schools or classes formed to carry on the work.

There follow seven questions of a sort not usually put, but I shall try to answer them.

1. As to the students and the programmes, it will be the shortest plan to say that two or three students (three, I think) do not carry them out faithfully but lean to "professors" in their schools and the University Local Exams. These follow not with us, and in course of time will probably withdraw.
2. The monthly list in the Parents' Review answers this question. We have no hidden knowledge as to which Schools take all the forms, in the P.U.S. We wish more schools did so, a wish shared by parents.
3. Teachers, whether House of Education or not, carry out the programmes with surprising faithfulness. But let me say that in this respect several P.N.E.U. schools do less well than most families. Perhaps it is kind to mention this fact here.



Probably the reason is that teachers do not rely sufficiently upon knowledge itself as an ever fresh source of interest and joy, so they do too much to make school delightful.

We follow the programmes entirely in our little practising school (about 20 children ranging from Form Ib to VI - this term to V), and the children do well although each form changes its teacher every week. But then the children do steady hard work on the P.U.S. method, e.g. the big girls, seven of them, will relate after once reading from a book of the calibre of, say, the *Areopagitica*, without any elucidation. Sometimes they are not up to the papers in Maths., for example, nor do they attempt to read the whole of the novels, say, set. It seems to me well that there should be books in their little libraries which they are eager to finish reading.

4 and 5. Neither students nor other teachers (often University women) substitute other books for those set, except in the case of French taught by an outsider (a native).

6. The heads of schools are very appreciative indeed. Numberless letters tell of the good place such a boy or girl has taken, and of the Head's appreciative comment. That is how the P.U.S. grows, without any attempt to make it known. Parents tell of the success (and delight in knowledge) of their children and other parents try the same plan. In fact the school grows as do the schools of my readers. Our scholars are so much above the average in every subject that, as I have said, parents are sometimes inclined to withdraw them from school and bring them again into the home schoolroom - a thing to be regretted.

7. Our children are very successful in examinations. Last year in a big town a large number of elementary school children were examined for scholarships admitting them to Secondary Schools. The children in our schools practically swept the board.

The writer whose questions I have answered assumes that the answers must needs be in the negative and gives a few valuable opinions founded on those supposititious answers.

First of all, Miss Drury is supposed to have stated that "Mathematics, Experimental Science, Grammar and Languages require oral lessons and are generally so well taught in schools that nothing need be said about them". (I cannot at the moment verify, but no doubt the quotation is correct.) But the writer has failed to notice that Miss Drury said this in a lecture to elementary school teachers, afterwards published in a pamphlet intended solely for such teachers. It is true that those subjects are well taught in such schools, but it is also true that they are not up to our standards and cannot follow our programmes in the subjects named.

Anyone conversant with our programmes and examination questions is aware of the very special attention (and large amount of printing!) which these subjects receive in the P.U.S.

Bearing these points in mind, it is not easy to see the force of "In one sentence she dismisses all the subjects which place a boy in a public school" etc.

The writer may be reassured. She feels that P.U.S. work is best for a boy's larger life, and certainly it offers the best preparation for Preparatory Schools, and for Public Schools too, if one can judge from a few cases. Our boys usually go to Preparatory Schools.

Revision of Books. A scrupulous revision takes place in the preparation of each set of programmes. We have the opportunity of seeing all new books, together with the habit formed by the practice of giving carefully considered estimates of some 50 to 100 books a year. Also, we are open to the criticisms of several hundred teachers, and to the recommendations of some of these we owe really good books.

"One by one people will fall off" - We find that people believe the more in P.U.S. as time goes on and their own experience deepens.

"Drudgery", "Camouflage" - I am very glad that the writer notes the necessity of drudgery and the futility of "camouflage" - the sort of camouflage of delightful lessons and school "interests" - which are the bane of private schools. P.U.S. work sincerely done is strenuous, but the labour they delight in is physical pain for the children, this delight is not supplied by the teachers, but the pupils find it in knowledge.

I am in perfect agreement about the necessity of "drudgery" in French and Latin. We set and test the work, the teachers must secure the drudgery.

I agree, too, in the comments about the Liepmann Series. I am afraid we yielded to a certain degree of pressure from without in introducing him. We are always exceedingly grateful for suggestions as to good books in Latin, French, - any subject on the programmes, for, as we all know, the right book is hard to come by. But it is not often that we find such suggestions helpful.

Our Latin primer, "Limer" is the most modern and successful book used in Preparatory Schools.



I think the idea of beginning Algebra in IIA is a good one. We find geometry enough for that class (children of nine or ten).

A "free interchange of suggestions" takes much time. Schools would suffer and so should we. The University Local Examinations, for example, could not go on subject to such a "free exchange".

"Science systematised" is the thing we are anxious to avoid. Huxley says school science should be "common information".

History: there is much to be said for the suggestion of the same period throughout the school, but the difficulties are great. I shall keep the matter in mind.

"The Winchester term" was rather in the nature of a "boom" and was not a type to be followed.

Synchronisation. The writer may perhaps have noticed that the work is carefully synchronised.

Geography. Natural features, histories, interests, products, principles, must remain always the same. For the rest we must "wait and see".

This is true of "Citizenship" also. The elementary principles remain the same.

"Royal Commission to consider Books". The P.U.S. is not a public institution. If it were, committees would doubtless "sit" on the books; in that case the school would lose the freshness and vitality which is its charm and become stereotyped, like the efforts of other public institutions.

I must not omit a point raised by a second writer, the possible overcrowding of the curriculum in the two highest forms. I think it is possible there may be some overcrowding and shall watch the matter carefully.

To sum up, - if all the P.U.S. Schools divided the work set by the time given and worked steadily during that time, I see no reason why all should not be as successful as many undoubtedly are, fellow workers in a great cause.

With grateful and cordial thanks for sincere efforts,  
I am, very truly yours,  
C. E. HANSON.

P.S. I should like to emphasise the fact that several of the P.U.S. Schools do the work set in a very thorough and intelligent manner. Some schools enter each of their scholars (as families or single children) at a reduced rate. This plan secures good work throughout the school for every pupil's papers are sent up.

100planc313F  
"OLDFIELD",  
Swanage.  
6/3/1919.

Dear Miss Mason,

Several of us who were at the Buckhurst Hill Conference are very troubled at your answer to my remarks. We feel you do not at all appreciate the point of view of that Conference. It is the attitude you show to any suggestions we make that distresses us. As one of the members said to me, "if only such suggestions could be regarded as a sign of life & keen zeal amongst us, rather than as a sign of degeneracy & lack of appreciation or understanding."

We recognise that it is a very great thing to have the P.N.E.U. programme accepted for the elementary schools; but we all the more feel that if we find weak points in that programme it is for us to mention them. If all classes are to work to a common programme we must see that that programme is suited to all requirements.

There are many of us at the head of large schools, who are having to meet the practical needs of our scholars, who feel that it is not right to make considerable alterations in the programme (small variations are inevitable) without mentioning them & if, as may possibly be the case, these alterations are good others should get the benefit of them. If we were able to have free discussion on all these points, with some hope that our practical experience would be considered, we should be much happier. I am in a position where I hear a great deal of criticism which never reaches your ears & valuable as the programme is to us all, there is not such a universal approval in all subjects as you think. Many of the students tell me that they have to make alterations in the books in different subjects, & others that though using them faithfully they are very dissatisfied with some of them. I think we badly need a little plain speaking; & to have this subject thrashed out carefully if the P.N.E.U. is to be a real force in the Educational World.

You know how fond I have always been of your Union & the School, & how much I believe in the inspiration with which you endow your students, & it is because I feel very jealous for the P.N.E.U. & wish it to be the very best possible, that I have spoken & written as I have done lately. I have worked for 15 years on the Programme, so far as I was able to make it meet our needs, & now after much discussion with other heads of schools & with students, we have decided to tell you that we have not been able to use it entirely as it is not adequate in all respects.

I feel as Jethro did when he found Moses trying to decide all questions himself. No one human being can know enough on every subject to set the work & the books of every subject. I suggest that you should appoint a Committee to meet 3 times a year & to go with you closely into the programme question of the programme & to hear any suggestions, & that on this Committee should be representatives of all the various kinds of communities who are working



the Programme: The Home School Room, the Private Schools, & the Elementary Schools & also those who have given special study to the different branches of learning.

There are many points in your letter I should like to talk over with you. I am not satisfied about the answers to my questions. If the statistics we ask could be obtained we should be in a better position to deal with these difficulties, but students who owe so much to Ambleside do not like to complain. It would be much healthier if complaints were heard by you rather than by others.

We seem to have got down to the bed rock a little ~~due~~ during this war & if real reconstruction is to take place we must be sincere & honest with each other & not afraid to ~~face~~ facts, therefore I prefer to write direct to you & tell you that we are not satisfied. You can of course quite well say to us "We do not want your co-operation - we prefer only to have those who see no faults in our programme," - but though you would get rid of me you would not satisfy the other members of the Conference - who one after the other came to me & thanked me for my paper - I care very much for the P.N.E.U. & shall be very sorry if it means that we have to sever our connection with it & I think that we & also the P.N.E.U. will lose if this is necessary.

Yours very sincerely  
Elizabeth Nickson.

211p/cm2313F  
14. 5. 1914

My dear Mr. Hickson

I am very sorry for this misunderstanding but think it is on the surface & that we both mean the same thing. If you will look at the Examination Regulations (10v24) you will see that an effort has been made to leave teachers a free hand. I am afraid it is rather too lax to draw school pupils into the movement. But as this kind of teachers are free to use their own books & set their own questions if they think it well to do so on any subject or subjects. The marks they enter in the Examiner's Report are counted in the total.

We also give 20 marks consideration being those that are recommended & sent for. One it does not necessarily follow that we adopt it because books that bring in good work from Norway or children must not be lightly displaced. On the other hand we have often had suggestions that have enabled us to place books that do less well.

Unfavourable comments without the suggestion of better books are of no use because we have already worked hard to find a better book - which probably does not exist!

There are, I think, some 20 odd books going in the school, so it is hardly possible to bring into discussion about any matter than that friends may be sure your earnest attention to any suggestion.

I trust you recollect that our experience here sums up that of all the teachers in the various departments of our work.

As for the Committee's suggestion. In the multitude of counsellors there is no self - for the counsellors for no one

Penner is to blame if things don't go well.

But dear woman, dear lady, that this work is an educational reform that we are not sure more reform and the work you have set forth's councilmen were not called in to make the laws and to carry them out, which the R. N. 4 - the Council of 70! - do with the most splendid understanding & loyalty & principle.

We have great work before us in the Secondary School.

These (confidentially) tell the Board of Education is working anxiously for missionaries to carry out our programmes in their Secondary Schools. Of course this must not be written but you see what a field it opens that with we could have you & some other members of the Committee to help with language & pen & look over their schools for the inspection of visitors.

You, I especially want because you have the full measure of intelligence necessary & the long experience. Do it if you can. Of course I know that it has been full of your suggestions like the fact that I am an old woman but I dare say I shall live to see the great reform carried through & then you know I have one special assistant, a very able woman, married, trained to carry on the work.

"Come over & help". - Let construction of <sup>the</sup> lines laid down rather than the foundations be your concern. ~~the~~ You are not serving out, we to beg for testimony and to believe!

With warm regards -